**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**: |
| **Unit Title:**  Count Numbers 0-30 | | | | **Corresponding Unit Task: Task 3 Counting Manipulatives** | | |
| **Essential Question(s): What does a number represent? Why do we use numerals? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Book- Five Little Monkeys Jumping On The Bed** | | **Student: Individual bags of links and various manipulatives** | | | **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **KCC2** | | | | | |
| **I Can Statement(s):**  **I can count to at least 5.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher reads the book Five Little Monkeys Jumping on the Bed while having the students participate and count the monkeys. | | | | | |
| **Teacher Directed:** The teacher explains that we will be playing a game counting 1-5 while standing in a circle. A designated student begins counting with the number 1. The next student says 2, the next student says 3 etc. The student who says 5 sits down. The game ends when there is only 1 student standing. | | | | | |
| **Guided Practice: The teacher will prepare bags of at least 5 links for each student. First, the students will count out 5 links. The student will then connect and count links to make a counting bracelet. Then the teacher calls out random numbers up to 5 for student to count out.** | | | | | |
| **Independent Practice: Students use manipulatives in small groups to practice counting at least to 5. The teacher and assistant monitors.** | | | | | |
| **Closing/Summarizing Strategy: Students will orally count manipulatives while placing them into proper container. Shoulder partners will count at least to 5 to each other and tell how we used numerals today.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 5 as a target number | | | * Use a lower target number | | | * Pictures with numeral and matching set |
| **Assessment(s): Teacher observation** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |